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DESCRIPTORS	Communication Skills; Constructivism (Learning); *Cooperative Learning; Decision Making; Elementary Secondary Education; *Faculty Development; Interpersonal Competence; Organizational Development; Teacher Attitudes; Teacher Collaboration; *Teacher Improvement; Teachers; Teaching Methods; Teamwork
IDENTIFIERS	Reflective Thinking; Social Constructivism

ABSTRACT

This book describes approaches to professional development for cooperative learning and how the use of cooperative learning for teacher learning is leading to new insights into professional growth in schools. Part 1, "Begin with the Teacher: Focusing Professional Development for Cooperative Learning," offers "Introduction: Professional Development and Cooperative Learning" (C. Brody and N. Davidson) and the first four chapters: (1) "The Significance of Teacher Beliefs for Professional Development and Cooperative Learning" (C. Brody); (2) "Creating Sustained Professional Growth Through Collaborative Reflection" (C. Cooper and J. Boyd); (3) "The Role of Staff Developers in Promoting Effective Teacher Decision-Making" (C. Rolheiser and L. Stevahn); and (4) "Staff Development That Makes a Difference" (P. Roy). Part 2, "Lessons From the Field: Approaches to Cooperative Learning and Implications for Professional Development," includes: (5) "Staff Development and the Structural Approach to Cooperative Learning" (S. Kagan and M. Kagan); (6) "Beyond the Workshop: Evidence from Complex Instruction" (R. Lotan, E. Cohen, and C. Morphew); (7) "A Social Constructivist Approach to Cooperative Learning and Staff Development: Ideas from the Child Development Project" (M. Watson, S. Kendzior, S. Dasho, S. Rutherford, and D. Solomon); (8) "Preparing Teachers and Students for Cooperative Work: Building Communication and Helping Skills" (S. Farivar and N. Webb); (9) "The Cognitive Approach to Cooperative Learning: Mediating the Challenge to Change" (J. Bellanca and R. Fogarty); and (10) "Professional Development for Socially-Conscious Cooperative Learning" (N. Schniedewind and M. Sapon-Shevin). Part 3, "The Learning Community: Cooperative Learning and Organizational Change," includes: (11) "Effective Staff Development in Cooperative Learning: Training, Transfer, and Long-Term Use" (D. Johnson and R. Johnson); (12) "Mutually-Sustaining Relationships between Organization Development and Cooperative Learning" (R. Schmuck); (13) "Faculty Development Using Cooperative Learning" (S. Ellis); and (14) "Developing a Collaborative Environment through Job-Embedded Staff Development: One District's Journey" (L. Munger). Part 4, "Return to the Vision of Community," includes: (15)

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"Cooperative Learning Communities: Expanding from Classroom Cocoon to Global Connections" (I. Forest) and (16) "Afterword: Promising Practices and Responsible Directions" (C. Brody and N. Davidson). (SM)

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